

**ANALYSIS OF TEACHER AND STUDENTS TALK IN THE
CLASSROOM INTERACTION IN THE FIRST SEMESTER OF THE
EIGHT GRADE OF SMP WIRATAMA MANDALA ULUBELU
TANGGAMUS IN THE ACADEMIC YEAR OF
2020/2021**

A Proposal

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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**TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

ANALYSIS OF TEACHER AND STUDENTS TALK IN THE CLASSROOM INTERACTION IN THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP WIRATAMA MANDALA ULUBELU TANGGAMUS IN THE ACADEMIC YEAR OF 2020/2021

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The objectives of this research are to find out what kinds of classroom interaction of the students and teacher interaction in English learning process and to find out the most dominant in the interaction between the teacher and students while they are in English learning.

This research used Descriptive Qualitative Research. The data of this study are the interaction between the teacher and the students in classroom. The data is taken by recording the classroom interaction. The subject of this research is 34 students and one English teacher. The researcher uses observation for techniques of collecting data. Flanders Interaction Analysis was used to identify and analyze teacher and students interaction in classroom.

Based on an analysis of the students and teacher talk in the classroom interaction in the first semester of the eighth grade of students at SMP Wiratama Mandala Ulubelu Tanggamus, Both the teacher and the students were aware and understood that interaction was important in English learning. They also understood that to be able to interact well, they needed to practice. But, the understanding was not supported by what they did in classroom. It can be concluded that most teachers may know this already, but maybe only some of them realize these in their for thought. These aspects the teacher-student and student-student interactions need to be considered before teaching as a part of the lesson planning process.

Key words: Descriptive Qualitative, Classroom Interaction, Result of Student and Teacher Talk.

DECLARATION

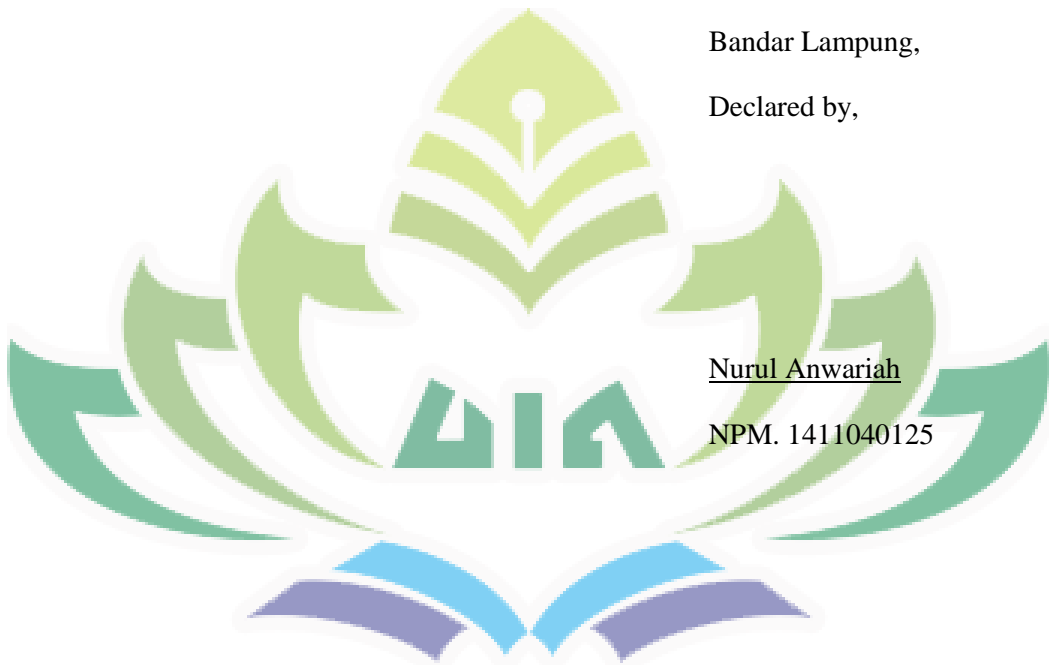
Hereby, I State This Thesis Entitled “AN ANALYSIS OF TEACHER AND STUDENTS TALK IN THE CLASSROOM INTERACTION IN THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP WIRATAMA MANDALA ULUBELU TANGGAMUS IN THE ACADEMIC YEAR OF 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

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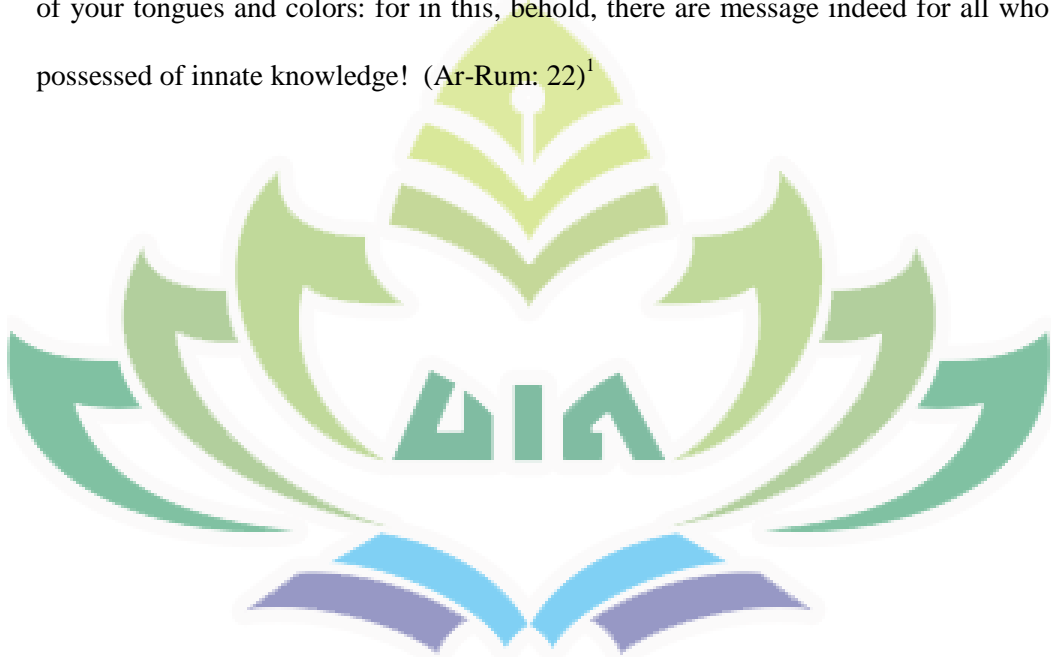
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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ السِّنِّكُمْ
وَالْوَنُكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)¹

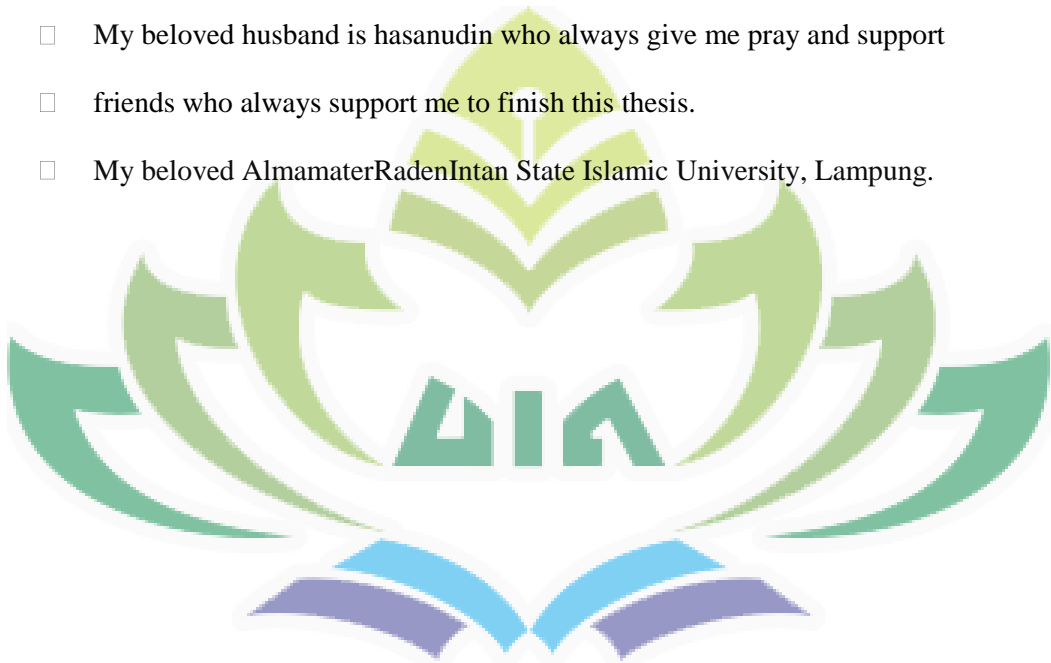


¹*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda KelompokGemaInsani) Ar-Rum: 22, p.790.

DEDICATION

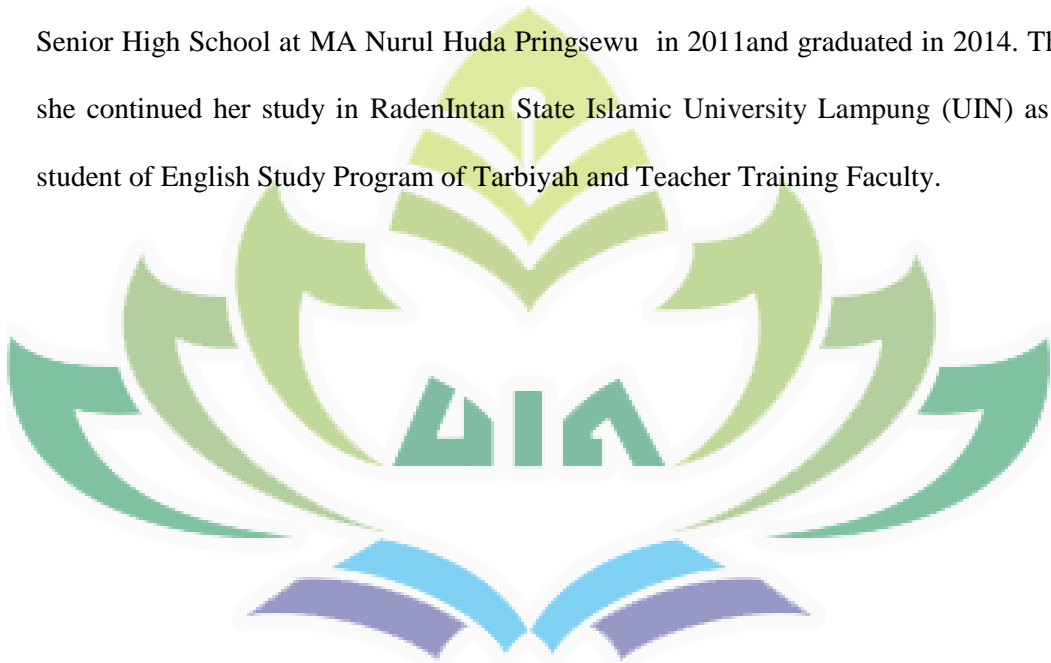
From the bottom of my heart, I would like to dedicate this thesis to:

- ☐ My beloved parents: Mr. Ahmad Kholil and Mrs. Nuraini who always pray for my success and give me motivation to study hard until now. I love them so much.
- ☐ My beloved brothers and sisters who always give me spirit and suggestion for my success.
- ☐ My beloved husband is Hasanudin who always give me pray and support
- ☐ friends who always support me to finish this thesis.
- ☐ My beloved Almamater Raden Intan State Islamic University, Lampung.



CURRICULUM VITAE

The writer's name is Nurul Anwariah . She was born in Pahawang on November 11th 1995. She is the first child out of three children of Mr. Ahmad Kholil and Mrs. Nuraini .She began her study at elementary school of SD Negeri Pahawang in 2002 and graduated in 2008. Then, she continued at Junior High School of SMP Al Ismailiyun Sukadama in Natarin 2008. After graduating from Junior High School in 2011, she continued again at Senior High School at MA Nurul Huda Pringsewu in 2011 and graduated in 2014. Then, she continued her study in RadenIntan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “AN ANALYSIS OF TEACHER AND STUDENTS TALK IN THE CLASSROOM INTERACTION IN THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP WIRATAMA MANDALA ULUBELU TANGGAMUS IN THE ACADEMIC YEAR OF 2020/2021” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, RadenIntan State Islamic University Lampung.

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8. All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,

The Researcher,

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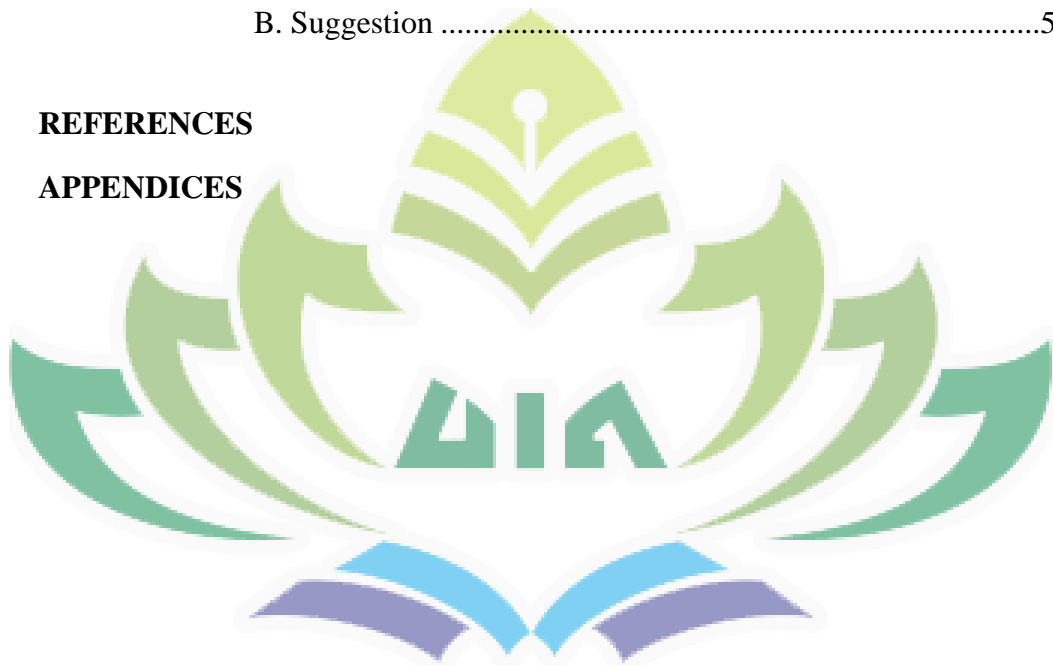
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CHAPTER I INTRODUCTION

A. Background of the Problem

In globalization era, communication is a very important thing. By having communication, we can get information, share news to each other and knowledge. Communication deals with language. There are many various languages in this world. People in every country use their own language to communicate. According to Siahaan that the language is a set rules, which is used as a tool of communication. It is used to communicate ideas, feelings, and negotiating with others.² It means that language is very important in human life; language cannot be separated from human because they use it as the way of their communication.

Communication is a specific form of interaction that involves an exchange of information. Interaction can describe any process whereby the action of one participant influences the action of another participant. Then interaction can be done in the teaching learning process.

Teaching learning process happens when the teacher interacts with the students in the classroom. In daily classroom activities, the teacher always starts their teaching by greeting to the students. It is the first initiation that is made by the teacher in interacting to the students. Thus, interaction is very crucial in teaching learning process.

² Sanggam Siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press, 2008), p.185.

Meanwhile, students' talk English in the classroom usually still affects by their habit of using English in teaching learning process. When they are not accustomed to use English, they usually mix it with bahasa Indonesia.

Classroom interactions between teacher and students usually happen when the teacher speaks in front of the class, in terms of teaching and using the target language. What and how teacher talks influence the teaching and learning process. The language teacher used determines the way students learn, whether they are supposed to learn actively or passively.

Furthermore, teacher talk is an important part that should be noticed in classroom interaction as it affects students' understanding of the learning material and reaching the target language. It holds a crucial role since the teacher spends a large amount of time in the class to give direction, explain activities, and check students' understanding in term of using the target language.

Moreover, teacher usually dominates in the learning process. A study held by Sister identified that most students have difficulty to communicate in the target language, English. The lack of English exposure in classroom interaction might have been one of the factors.³ In this case, language is best learned and taught through interaction.⁴ According to the ideas, it is essential to make the target language, English, become the main language that mostly used in classroom interaction.

³Sister, Reni Okta. 2004. The Implementation of CTL in encouraging Students to Speak in English. Unpublished Script: FKIP Universitas Lampung.:3)

⁴(Pica, Kanagy, and Falodoun, 1993 in Yufrizal, 2008:74).

In English class, there are two patterns of interaction in teaching learning process namely, an interaction between teacher and student and an interaction among students. In fact, interaction that happens in the classroom is mostly dominated by teacher centered not student centered. Whereas, communicative language teaching encourages the teacher to create classroom interaction become student centered.

According to Machemer *et.al* in Attard, student-centered learning is a method of learning or teaching that puts the learner at the centre say that student centered learning initially focused on changes to the pedagogical methods used and in making learning and educational processes more flexible, in order for students to participate as much as possible.⁵ Therefore, it is important to know pattern of interaction in the classroom. This research can be used by the teacher to create classroom interaction more facilitating student talk than teacher talk.

According to Yanfen and Yuqin “The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students”.⁶ It was an indispensable part of foreign language teaching in organizing activities, and teacher talk did not only determine how well they make their subject, but also assure how well the students would learn. It meant that teacher talk was very important because it affected the process of teaching and learning in the classroom. Therefore, teachers could use teachers talk for stimulus to their

⁵*Ibid.*, Attard et al (2007: 9)

⁶ Yanfen, L. & Yuqin, ZA *study of teacher talk in interactions in English classes*. Chinese Journal of Applied Linguistics, 33(2), (China: Harbin Institute of Technology, 2010). p.76.

students, like asking question and giving feedback. With giving feedback to the students' response, the active participation of student in the classroom also increases. Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance the students to ask everything that they do not know.

Furthermore, teacher talk is an important part that should be noticed in classroom interaction as it affects students' understanding of the learning material and reaching the target language. It holds a crucial role since the teacher spends a large amount of time in the class to give direction, explain activities, and check students' understanding in term of using the target language. Teacher should create classroom interaction which uses the target language (English) as the main tool. To be realized or not, teacher's own talk contributes a significant value whether to have the students actively involve the classroom interaction or simply listen to the members of the class.

Based on the preliminary research at the eighth grade students at SMP Wiratama Mandala Ulubelu, the researcherinterviewed Meli as the English teacher of eightclass about her interaction in the class with the students. She said that the student were same in their interaction with the teacher. They were not too active, because they thought that English lesson is difficult. Thus, they just listened to the teacher and they talked when the teacher asked them. Then, they still had difficulties in speak English because they do not have many vocabularies.. The main problem was they still confused to match subject verb

agreement based on the tenses. Therefore, the classroom interaction is still teacher centered although the teacher always tries to give more space for students talk.

There are some previous research about interaction in the classroom, this , this previous research is to make difference between those previous research and present research. The relevant study was by Nurul *et, al.* with the title “An analysis of teacher talk in English Classroom interaction of the seventh grade students of SMPN 23 Oku. Therefore, the result of the research is English teachers in Junior High School were suggested to develop and improve their basic ability in managing their talk, especially the ability in giving the appropriate questions and good feedbacks to the students in English class. With all the type of their talk, the interaction between the teacher and the students will be built and increase. The teacher must be a good facilitator and motivator to the students in learning English.”⁷

The next previous research is by Rini “Classroom interaction: An analysis of teacher talk and students talk in English for young learners (EYL). The research finding showed that the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student’s response and initiation were revealed in this study. It is also found that student’s initiation plays a significant part in the classroom interaction.”⁸

⁷ Nurul Afifah, Nopa Yusnalita and Vinna Riana Resiani, *An analysis of teacher talk in English Classroom interaction of the seventh grade students of SMPN 23 Oku*, Vol 8, No2 (Palembang, oku: 2017).

⁸ Rini Triani Pujiastuti, *Classroom interaction: An analysis of teacher talk and students talk in English for young learners (EYL)*, (Jakarta: 2013).

Based on discussion of previous study, it can be concluded that there is a significant different of this research with previous ones. The difference in the first previous had been done by Nurul *et, al.* Focused only to the teacher and in this case the researcher will analyze the teacher and the students talk in the classroom interaction. In the second previous, written by Rini focused in English for young learners (EYL). The different previous and the present research, in the previous research, the interaction in the classroom can make the teaching learning process ran well and students more active and enthusiastic in the classroom. Based on the explanation above, the researcher is focus on an analysis of students and teacher talk in the classroom interaction in the first semester of the eighth grade of students at SMP Wiratama Mandala Ulubelu Tanggamus.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The students feel afraid of making mistake and choose to be silent listeners along the class.
2. The students still had difficulties in speak English because they do not have many vocabularies.

C. Limitation of the Problem

Considering the background of the problem and the identification of the problem above, the researcher focuses and emphasizes the research only analysis

of students and teacher talk in the classroom interaction in the first semester of the eighth grade of students at SMP Wiratama Mandala Ulubelu Tanggamus.

D. Formulation of the Problem

Based on the statement above, the researcher would like to formulate the problem as follows:

1. What are the categories of teacher talk that occurs during English classroom interaction?
2. What are the categories of students talk that occurs during English classroom interaction?
3. How does the teacher perceive his or her own talk in the classroom interaction?

E. Objective of the Research

The objectives of the research are:

1. To describe and find out the categories of teacher talk that occurs during English classroom interaction
2. To describe and find out the categories of student talk that occurs during English classroom interaction
3. To describe the teacher perceive his or her own talk in the classroom interaction.

F. Use of the research

The result of the research can be used as:

1. Information for English teachers, it can help them in teaching and learning activities and it is also gives solution for them how to analyze the teacher and students talk in the classroom interaction.
2. For the students, it is important for them to be more active in the classroom interaction.
3. For the researcher, it can be a crucial thing to be searched and to be found out as the solution, strategy or method for the students in order to increase their talk.
4. Furthermore for school, it gives more information about the teacher and students talk in the classroom interaction.

G. Scopes of the research

1. Subject of the Research

The subject of the research will be the students in the first semester of the eighth grade of students at SMP Wiratama Mandala Ulubelu Tanggamus

2. Object of the Research

Object of the research will be the analysis of teacher and student in the classroom interaction.

3. Place of the Research

The research will be conducted at SMP Wiratama Mandala Ulubelu Tanggamus

4. Time of the Research

The research will be conducted in 2020/2021 academic year.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is a means of communication. Human being use language to express idea, feeling and their expectation to other. Setiyadi said, “Language is a system for the expression of meaning (communicative language teaching) and principle in teaching foreign language are develop from an axiom about the language.”⁹ In this case the objective the foreign language is enabling the students to communication with other people by using English.

Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).¹⁰ It means that English is different when English for communication and English for teaching materials and methods. These differences may influence in teaching English achievement.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.¹¹ It describes that teaching is a process to help the learner for understanding something that learned. In this case the English teacher should be able to create a

⁹Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.10.

¹⁰*Ibid*, p.20

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*: 4th Edition, (new York: Addison Wesley Longman, 2000), p.7

real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken forms.

According to Harmer that English as a foreign language is generally taken to apply to students who are studying general English at schools and institute in their own country or as transitory visitors in a target language country.¹² Meanwhile, English generally has been learnt by the students since they were in the basic level of education. It means that English as a foreign language is important, and is needed to the English learner as a part their study in the school.

Based on the statement above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English as a foreign language, the teacher should be creative to make the students are interested in learning English as a foreign language.

B. Concept of Classroom Interaction

The classroom is an environment in which talk is facilitated, whether between teachers and students, or among students themselves. Such discussion plays a major role in the teachinglearning process. Teaching and learning process is an essential communication process between teacher and learner. For the

¹² Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman Group, 2004), p.79

message, like information or material to be accepted well by learner, the use of effective approach is suggested. The approach must involving teacher and learner interaction.

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction.¹³

According to Nunan, interaction contributes to development because it is the means by which the learner is able to crack the code.¹⁴ This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his or her competence and when the learner can use the discourse to help him or her modify or supplement the linguistic knowledge already used in production.

In addition, according to Brown, interaction as collaborative exchange of thoughts, feelings, or ideas between two or more people, are resulting in a reciprocal effect on each other. The theories of communicative competence

¹³ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University, 1994), p.565

¹⁴David Nunan, *Task-Based Language Teaching* , (New York: Cambridge University Press, 2004),p. 80

accentuate the role of language use in various context to negotiate meaning in human life.¹⁵

C. Concept of Teacher Talk and Student Talk

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication. Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated.¹⁶ Definition of Teacher Talk and Student Talk In classroom interaction, there are talks made by teacher and by students. Thus, there are teacher's talk and students' talk. Many definitions of teacher talk have been given from different perspectives. Yanfen and Yuqin define teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn.¹⁷ Furthermore, Sinclair & Brazil in Yanfen and Yuqin propose that teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students'

¹⁵Brown, D, *Teaching by Principles*. (United State of America: Pearson Longman, 2007)

¹⁶Richard and Richard, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, 2002), p.161

¹⁷Yanfen, Liu. & Yuqin, Zhao, *A Study of Teacher Talk in Interactions in English Classes*. *Chinese Journal of Applied Linguistics*, (Quangzhou: China, Vol.33, No. 2, 2010) P.76.

understanding¹⁸. Ur in Liu and Zhu states that teacher talk refers to the language used by the teacher when addressing L2 learners in classroom interaction.¹⁹ Yufrizal comments that teacher talk is another variation of foreigner talk in educational setting.²⁰ Xiaou reveals that teacher talk is kind of language used by the teacher for instruction in the classroom. Teacher talks are the manner in which they interact with the students.²¹ Rod Ellis in Xiaou has formulated his own view about teacher talk as the special language that teachers use when addressing L2 learners in the classroom.²² There is systematic simplification of the formal properties of the teacher's language. FengQican in Xiaou also says that teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities.²³ From some definitions above, it can be summarized that teacher talk is language used by teachers in the classroom in which they interact with the students in giving directions, explaining activities and checking students' understanding. According to Flanders, teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories.²⁴

¹⁸Ibid., p.77.

¹⁹Liu, Min. & Zhu, Lei, *An Investigation and Analysis of Teacher Talk in College English class*. *International Journal of English Linguistics*; (Quangzhou: China, Vol. 2, No. 5, 2012) P.117

²⁰Yufrizal, H., *An Introduction to Second Language Acquisition (A Text Book for ESL Learners and English Teachers)*, (Bandung: PustakaRekaCipta. 2008). P.35

²¹ Mingzhi, Xiaou, *Enhancing Interaction in Our EFL Classroom*. (CELEA Journal; Vol. 28, No. 2. 2005), P.5

²² Ibid., P.5

²³ Ibid., P.6

²⁴Flanders, N. A., *Analyzing Teacher Behavior* (New York: Addison-Wesley, 1970).

- a. Accepts feeling: Accepts and clarifies an attitude or the feeling tone of a student in a non –threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
- b. Praises or encourages: Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying “Um hm?” or “go on” and included.
- c. Accepts or uses ideas of students: Clarifying or building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
- d. Asks questions: Asking question about content to procedure, based on teacher ideas, with the intent that a student will answer. Meanwhile direct influence involves the following categories.
 - 1) Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.
 - 2) Giving directions: Directions, commands or orders to which a student is expected to comply.
 - 3) Criticizing or justifying authority: Statements intended to change student behavior from non –acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self –reliance.

In this research, teacher talk in English subject that will be investigated is based on the seven categories that are proposed by Flanders. Based on teacher talk that is categorized based on those seven categories, the patterns of teacher talk will be seen, e.g. asking question – students' response.

Besides teacher talk, English classroom interaction also involves student talk. Student talk is the language produced by student in the classroom interaction. Delia Astuti comments that student talk is students' speech when they imitates their teacher's examples, express idea, or give comments and criticism in the classroom.²⁵

Students are the people who need the practice, in other words teacher should maximizes student talk time and minimizes teacher talk time.²⁶ The best lesson is one where student talk time is maximized, but where at appropriate moments during the lesson, the teacher is not afraid to summarize what is happening, tell a story, enter into discussion etc. According to Flanders, Student talk involves the following categories.

- a. Student –talk response: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.
- b. Student –talk initiation: Talk by students, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line

²⁵Astuti, Dellia..*An Analysis of Students' Interaction in Speaking Class Through Jigsaw Technique at the First Year Students of SMA N 3 Metro* (Unpublished Script:FKIPUniversitas Lampung, 2011). P. 19

²⁶Harmer, J. 2003.How to Teach English. New York: Longman. P. 4

of thought, like asking thoughtful questions; going beyond the existing structure.²⁷

D. Flanders' Interaction Analysis Categories

The success of teacher in teaching language may be judged through the effectiveness of the teaching which can be assessed objectively through classroom interaction. Thus, it needs a systematic analysis of teacher's classroom interaction which may provide a reliable assessment of what goes on classroom in teaching learning activity. One of the classroom interaction analyses that have been used by previous researcher in Indonesia to assess classroom interaction is Flanders Interaction Analysis Categories (FIAC). It is a system of classroom interaction analysis which has been used for many years by researchers to analyze the interaction between the teacher and students during the teaching learning process in the classroom. Classroom interaction analysis refers not to one system, but to many systems for coding spontaneous verbal communication, arranging the data in a useful display, and then analyzing the results in order to study patterns of teaching and learning. Each system is essentially a process of encoding and decoding, i.e., categories for classifying statements are established, a code symbol is assigned to each category, and a trained observer records data by jotting down code symbols. Decoding is the reverse process: a trained analyst interprets the display of coded data in order to make appropriate statements about the original

²⁷ Flanders, N. A., *Analyzing Teacher Behavior*, (New York: Addison-Wesley 1970).

events which were encoded.²⁸ Flanders Interaction Analysis system emphasizes the teaching of the classroom teacher –student interaction, which uses a system, taking into account the direct and indirect teaching style behavior classification of the classroom teacher –student interaction behavior classification. Flanders will be the language of the classroom for all teachers and students interaction that is divided into 10 categories, of which 1 to 7 classes were recorded the status of teachers on students to speak; no. 8 and 9 classes are the students to speak on the situation of the teacher, and in class, in addition to dialogue with teacher and students, there are no 10, it is recorded as classroom possible quiescent state (quiet or confusion)²⁹. Based on those FIA ten categories, there are three main categories in the classroom interaction; they are teacher talk, students talk and silence or confusion.

a. Teacher Talk

Teacher talk is the kind of language used by the teacher for instruction in the classroom. Teacher talk in English class is used to convey information, to have discussion and negotiation and to motivate the student. Teacher should manage the class by using the teacher talk to make the students can reach the target language in teaching learning process. Teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories.

²⁸ Flanders, N. A. 1970. *Analyzing Teacher Behavior*. New York: Addison-Wesley. P-p: 28 –29.

²⁹ *Ibid.*, p.30.

1. **Accepts Feeling:** Accepts and clarifies an attitude or the feeling tone of a student in a non –threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.

e.g. Teacher: now, who are the characters in Harry Potter story?

Student 1: Many Sir.

Student 2: Harry, Hermione, Dumbledore.

Teacher : Good. (Showing his thumb to S2)[[Accept feeling]

2. **Praises or Encourages:** Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying “Um hm?” or “go on” and included.

e.g. Teacher: We have to talk each other whatever or where ever you said I will give more point for you. Right, go on. [Praises or encourages]

(A girl and boy raise their hands)

Student: Yes, Destio.

3. **Accepts or Uses Ideas of Students:** Clarifying or building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.

e.g. Teacher: What kind of story do you like to read?

Student: Adventure.

Teacher: Adventure. [Accepts or uses ideas of students]

4. Asks Questions: Asking question about content to procedure, based on teacher ideas, with the intent that a student will answer.

e.g. Teacher: Do you like reading a story?[Asks questions]

Student: Yes, Sir.

Teacher: what kind of story do you like to read? [Asks questions]

Meanwhile direct influence involves the following categories.

5. Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.³⁰

e.g. Teacher: Do you know fable?

Student: fable?

Teacher: Yes, story about animal. [Lecturing]

6. Giving Directions: Directions, commands or orders to which a student is expected to comply.

e.g. Teacher: now, every group should discuss their story in group! [

Giving directions]

Student: Yes, Sir.

7. Criticizing or Justifying Authority: Statements intended to change student behavior from non –acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self – reliance.

e.g. Student: Sir, what is the meaning of bother?

³⁰*Ibid.*, P-p: 30–33.

Student: May be it should be brother, Sir.

Teacher: no, bother means menghiraukan. [Criticizing or justifying authority]

b. Students Talk

Students talk in FIA involves the following categories.

1) Student –Talk Response: Talk by students in response to teacher.

Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.

e.g. Teacher: How about Cinderella?

Student: Beautiful. [Student –talk response]

Student: Poor girl.[Student –talk response]

2) Student –Talk Initiation: Talk by students, which they initiate.

Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.

e.g. Student 1 : Our agree with it.

Teacher : We.

Student 1 : (look at the teacher) we, because they get money from their job because their job is not easy and need brilliant skill.

Student 2 : Who is paid them? As we know hacker is criminal job.[

Student –Talk Initiation]³¹

c. Silence or Confusion

³¹*Ibid.*, p. 34

1) Silence or Confusion in classroom interaction can be indicated by pauses, short periods of confusion in which communication cannot be understood by the observer.

e.g. Student 1 : What do you think hacker get some money from their job?

Student 2 : Apa maksudnya?

Teacher : Do you agree or not if hacker get money from their job?

(Students in group discuss the answer)[Silence or Confusion].



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